

**John Muir
School for Global Citizenship
K-12**

John Muir K-12 Magnet School for Global Citizenship	
Principal: Ms. Nancy Johnson	
Theme: Global Citizenship	
Enrollment: 334	Enrollment Goal: 440
Resident: 0%	Non-Resident: 100%
Female: 179	Male: 155
Free and Reduced Lunch: 64%	
Ethnicity: It is the aspirational goal of SDUSD that magnet school populations are similar in composition to district racial demographics.	
African American or Black: 12.3%	Japanese: .6%
Asian: 4.7%	Korean: .3%
Filipino: 3.6%	Native American: .6%
Guamanian: .3%	Other Asian: .6%
Hawaiian: .3%	Pacific Islander: 1.2%
Hispanic or Latino: 42%	Samon: 1.2%
Indo-Chinese: .3%	Vietnamese: 1.8
	White (not Portuguese): 33.6%
AYP: Program Improvement Year Three (met goals 07-08)	
API: 786	
TIIBG Funding per Year: \$174,000	

Mission Statement

“Building Global Citizens”

The mission of John Muir School is to create a community of empowered learners who are productive global citizens.

Vision Statement

John Muir’s program equips students with the knowledge, skills, and values to achieve academic excellence through a focus on global responsibilities. Utilizing Paideia learning strategies, technology, and project-based learning, we prepare our students to become life-long learners who collaborate effectively, work creatively, and think critically to benefit themselves, their communities and the world.

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SMART Goals: How will we mark our progress toward our vision?

- By July 2009, a minimum of 44.5% of Muir students will attain proficiency or better in English Language Arts, as measured by the Spring 2009 CST. The percentage of English Learners attaining proficiency or better, as measured by the CST, will increase from 14.6% to 21%. The percentage of Special Education students attaining proficiency or better will increase from 24.1% to 28%.
- By July 2009, a minimum of 43.5% of Muir students will attain proficiency or better in Mathematics, as measured by the Spring 2009 CST. The percentage of English Learners attaining proficiency or better, as measured by the CST, will increase from 23.4% to 28%. The percentage of Special Education students attaining proficiency or better will increase from 26.7% to 30%.
- By September 2009, Muir’s K-12 student enrollment will be at least 400 students.
- By June 2010, 100% of Muir teachers will implement a minimum of two Paideia coached projects in their major teaching area, as measured by course syllabus and principal observation.
- By July 2009, at least 95% of all 12th grade students will have scored proficient or above on both the ELA and Mathematics portions of the CAHSEE and will have completed the required courses needed for graduation.

The Muir School’s mission is expressed in its new magnet theme: “Global Citizenship” using the Paideia Philosophy for instruction. The John Muir Magnet empowers all students to be productive citizens in a global society. Muir students are committed to studying and protecting the environment. They are thoughtful, compassionate members of their local community and of the global community. Muir students treat all others with respect as they learn to understand the diversity of international cultures, beliefs and traditions through the study of the fundamental needs of humans. John Muir students will communicate with others throughout the world to promote global understanding and knowledge through 21st century technology. Muir students are committed to making a personal contribution to the community, working to make the world a better place for all. Graduating students will be well prepared for post-secondary education, community service, and to enter the workplace with tangible, marketable skills.

Background & Research

John Muir magnet was created under the district’s original Court Order as an Alternative School for Humanistic Studies. The Alternative School Magnet was based on the Summerhill approach to learning where self-motivated students and teachers would design individual learning plans. While elementary students generally attended class, secondary students often studied independently outside of the traditional classroom. This magnet was attractive in the 1970s and 1980s, but with the advent of state standards and accountability the approach lost appeal and fewer parents applied to the magnet.

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During the 2005-06 school year, staff and parents met several times to discuss revitalizing the magnet through shared decision-making, and a questionnaire was sent to all parents soliciting input. Parents and staff support the development of a K-12 Global Citizenship program in which magnet curriculum is being developed using the evidence-based best practices of the Paideia Active Learning Philosophy.

The campus itself has been revitalized and made an environmentally safe environment with new paint and carpeting, playground equipment, and a bus turn-around. During the 2007-08 school year a new library with a technology classroom, a state-of-the-art secondary science lab, a lunch arbor and electrical/technology upgrades were completed. The school will remain a dedicated K-12 magnet with no resident students, but will increase its enrollment from 334 to 440 students.

Goals of Magnet Program

The Muir Magnet School's goals include: (1) To ensure that all students complete each academic level prepared to succeed at the next academic level (elementary to middle, middle to high school); (2) To prepare college-ready, 21st century high school graduates; (3) To improve students' post-secondary options, whether college, technical training, the world of work, or community service; (4) To offer students the ability to become bilingual in English and one other language (Spanish, French, or Mandarin Chinese); (5) To ensure that each student values themselves and others; (6) To empower students to complete online advanced course work and global technology projects with students from other parts of the world; (7) To ensure student learning through Didactic Instruction, Intellectual Coaching, and Paideia Seminar; and (8) To promote desegregation and increase interaction among students of different social, economic, ethnic, and racial backgrounds

The Muir Magnet fosters personalization by ensuring that each student develops meaningful, caring relationships with teachers and other students through the practices of small school and class size, looping advisory groups, and the Paideia active learning philosophy. Muir enrolls students in grades K-12; its family atmosphere ensures that students within grade levels and across grade levels have extensive opportunities to interact with each other and with the adults in the school. Muir plans to grow to an enrollment of 440 students. Primary K-3 classrooms have 20 students each. Class sizes at grades 4-8 are limited to 28 students each. Core classes at the high school level have no more than 28 students. This allows for a family atmosphere that includes cross-age activities and tutoring.

The Muir School's inquiry-based curriculum offers students the opportunity to work together academically to foster interactions among students of different backgrounds enrolled in the magnet. Global citizen communications and research projects become reality through the use of interactive personal learning devices with internet video conferencing, blogging, podcasts, i-movies and webpage development.

Both elementary and secondary students participate in AVID advisory groups. Students in grades K-6 are in self-contained classrooms, providing ample time and opportunity for teachers and students to get to know one another well. The elementary classroom advisory focuses on

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study skills, community service projects, school issues, 21st century technology integration, and social issues appropriate to the grade. Students in grades 7-12 are assigned to a “looping” AVID advisory group. Each advisory group includes students in grades 7-12; students stay with the same advisor and group throughout their time at the school. The advisory teacher works with the student for up to six years allowing for greater student one-on-one time and ability to assist in community service projects, college and career guidance, and parent involvement.

Key Educational Components of the Magnet Program

- The Paideia Three Columns of Instruction techniques (Didactic Instruction, Intellectual Coaching, and a Paideia Seminar) is the foundation for all instruction
- An integrated K-12 AVID program
- Inquiry-based curriculum
- Global focus across the curriculum
- Engaged students who become prepared for their future
- 1-1 computer access Kindergarten through 12th grades

Building Capacity

Professional development plans are in place for implementing the new curriculum enhancements and to provide teachers time to develop grade level 21st century inquiry based curriculum and assessments that support the new Global Citizenship theme. The Paideia program is research based and supports state standards. Strategies are identified for students who may be struggling and for students who need acceleration allowing greater success on academic performance tests. Muir teachers have attended and are continuing to attend trainings in the Paideia method. This knowledge is empowering teacher buy-in, enthusiasm, leadership and collaboration.

John Muir Magnet School for Global Citizenship has developed a marketing and recruitment plan under the direction of the principal and the magnet resource teacher and follows the SDUSD Magnet Programs Recruitment Timeline Calendar. The Magnet Resource Teacher is on site to handle the recruitment strategies and to help develop and implement curriculum involving our global theme and the Paideia instructional strategies. School tours for new and prospective enrollees are conducted bi-weekly. A new brochure in both English and Spanish, along with many flyers describing the advantages of attending John Muir is in place. A media presentation (DVD) was professionally developed representing Muir’s family atmosphere and project-based learning. All families that receive an acceptance letter are given a courtesy phone call welcoming them and congratulating them on their acceptance to John Muir School. We are continually updating our school décor to represent our global theme and our Spring Open House “screamed our theme”! Our Parent Forum (JMAP) is very active and involved in our community at Muir. They helped us host the Spring Open House pot luck and welcomed all new and prospective families for the 08-09 school year. They continue to develop new committees and support for John Muir. A K-3 art enrichment program (JMAKE), a before school walk/run program (JWALK) to name a few. Surveys have been developed for new students and families. Several flattering articles have appeared in the local area newspaper about the happenings at John Muir. Also, John Muir happenings has been featured on the front page of the district web site several times. The school web site contains a wealth of knowledge about academics,

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technology, a weekly pod-cast, our international connections, and several families have discovered us from that site.

Recruitment strategies implemented in 2007-08 were examined for enrollment impact. These strategies have included mass mailings to child care centers, private schools, language schools, religious schools, local realtors, and of course our SDUSD feeder schools and neighborhood families. Media presentations were given off campus and included Muir student speakers at several different sites in the SDUSD. Also several community evenings were planned for families to find out what Muir is all about. Muir took part in two district wide Saturday recruitment fairs. These were very successful and reached out to many new families that later attended tours. New banners have been made to announce enrollment deadlines and just to promote our “Building Global Citizens” theme. Meetings and planning strategies have been conducted between the Magnet Resource Teacher, School Counselor, Registrar, and front office personnel to insure all phone call messages are quickly returned or routed to the proper person. Phone scripts have been written and administered to ensure proper phone etiquette. Other successful projects included a student t-shirt project included silk-screening of John Muir’s website and phone number and the Parent Forum (JMAP) organized a community wide computer/T.V. recycle drop off. Parents have requested that both become annual events. A school-wide Peace Rally and march in September 09 kicked off the start of the year Friday Knowledge Quests.

Rigorous curriculum

Muir’s rigorous curriculum is designed to meet and exceed California state standards at each grade level. Academic curriculum content is enriched, made more relevant to students, and embeds scaffolding strategies to meet the needs of Muir’s diverse student population.

The John Muir Magnet School provides a high quality education to all students by adopting and implementing the Paideia Philosophy, which is based on the assumption that all human beings are by definition activist learners. Muir Magnet is working with the National Paideia Center at the University of North Carolina to train teachers and staff in the Paideia philosophy and implementation. The Paideia Group, formed in 1982 to shape efforts to improve schools and classrooms, identified several Paideia defining principles: (a) That all children can learn; (b) That, therefore, they all deserve the same quality of schooling, not just the same quantity; (c) That the quality of schooling to which they are entitled is what the wisest parents would wish for their own children. The best education for the best is the best education for all; and (d) That schooling at its best is preparation for becoming educated in the course of a whole lifetime, and schools should be judged on how well they provide such preparation. Muir Magnet teachers will implement three types of teaching through the Paideia program:

1. Didactic Instruction. Didactic instruction is the acquisition of organized knowledge. It delivers factual information to students, usually through lecture, demonstration, videos and reading. Because didactic teaching of subject matter puts students in a passive role, it is limited to 10-15% of instructional time. Assessment and evaluation of didactic instruction and factual learning is effectively conducted through traditional short answer

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and multiple-choice tests.

2. **Intellectual Coaching.** Intellectual coaching produces the skills of learning through modeling and questioning. It may begin with a teacher modeling how to write a sentence, read a paragraph, or solve a problem. The goal of intellectual coaching is for students to acquire expertise in skills of learning, such as reading, writing, calculating and observing. Intellectual coaching accounts for about 70% of instructional time. Assessment and evaluation of intellectual coaching is conducted through performance tasks and project work, often with the use of checklists and rubrics.
3. **Paideia Seminar.** This is a collaborative, intellectual dialogue facilitated by open-ended questions about a text. The goal of the Paideia Seminar is for students to expand their understanding of ideas, concepts and values about the curriculum. Paideia Seminars account for 15-20% of instructional time, and may be assessed through pre- and post-seminar tools and processes including self-identified goals, discussion and writing.

John Muir Magnet School offers a college preparatory program to all students. Classrooms are not ability grouped. The problem-based curriculum is engaging and rigorous, offering students the opportunity work together academically to foster interactions among students of different backgrounds enrolled in the magnet. Assessments are standards and performance based. Students create products, solve problems, and present their work to teachers, parents and other students.

Curriculum has an international focus, with particular attention dedicated to global issues in environmental science, the fundamental needs of humans through social studies and cultural studies, and foreign language enrichment and acquisition instruction beginning in Kindergarten (including Spanish, French, or Mandarin Chinese.) All students participate in music and the arts during their education at Muir. All students will complete two personal projects each year that reflect their global citizenship at each grade level. An integrated K-12 AVID program is provided for all students.

Students in grades K-10 follow the district's high school plan for college-bound students, with a focus on social responsibility, environmental science and global citizenship. Students in grades 11 and 12 have a range of options for exploring social responsibility and global citizenship. They have the opportunity to develop and implement their own independent inquiry course, complete internships with businesses and community organizations, and take courses that are not available at the school through online programs. The school is currently working to expand students' educational options by offering opportunities for early college experiences. All secondary students have the option of taking Advanced Placement courses and University of California College Prep (UCCP) online courses in subjects not available at the school. Muir provides support structures for students taking courses online, including an online course laboratory, tutoring and support, and group advisory sessions. Students taking online courses also make regular presentations of learning to their fellow students and teachers to develop their communication skills and give them the opportunity to participate in both online and in-person learning communities. Students also may attend college classes at the local community colleges (within established District policies and procedures). In the fall of 2008, Muir adopted the

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APEX program which offers credit recovery coursework, as well as AP and other online opportunities. We are also piloting *Reading Plus* an interactive online computer program.

High Quality Instruction

Interdisciplinary teacher teams and teacher collaboration

Teachers share daily and weekly common prep/professional development periods allowing them to plan lessons and projects that connect across the disciplines. In the secondary grades (7-12), the school day is a 4x4 block schedule, and two teachers have prep each period. Teachers use this prep time to share student work, develop and evaluate interdisciplinary planning for the students' global studies inquiry projects. The school furthers interdisciplinary teacher teaming by pairing, for example, a social studies class with an English class at each level.

High quality professional development

Muir is providing opportunities for quality professional development and teacher teaming for curriculum development, implementation and assessment throughout the school year. Each Wednesday is a modified day, in which teachers may spend the afternoon working with other teachers on Paideia driven units of study and assessments for their classes. Two of the four Wednesdays are for quality professional development selected and driven by teacher responses. These sessions give teachers the background knowledge and opportunity to map global studies curriculum and technology standards for across grade-levels, assess student work, develop scaffolding strategies, and plan with other primary, upper elementary or secondary teachers. The magnet resource teacher is assisting the principal in monitoring the development of units of study and assessments. In addition, teachers are spending time during the summer months involved in professional development related to Paideia Philosophy and writing and evaluating their units of study. Secondary teachers have begun content Paideia seminars and are also paired with a partner for constructive feedback. New highly qualified teachers will be selected for any open positions based on their commitment to the Global Citizenship curriculum and the instructional techniques of Paideia.

Teachers at the John Muir Magnet School continue to participate in professional development programs offered through the National Paideia Center, technology training through the district's Educational Technology team for digital classroom utilization, CyberFair research training, web publishing and Global Schoolhouse's "Doors to Diplomacy" program, AVID and other trainings as requested by Muir teachers. Each Muir School teacher has a personalized professional development plan at the beginning of the school year, focusing on three elements they identify as most important for their own development to address school goals and objectives. School leaders then combine the plans across the teachers and use the results to plan school wide professional development beyond the school magnet plan.

A team of teachers and staff participated in the 2007-08 Paideia Summer Institutes on leadership and implementation. A whole-school faculty-training event was conducted in the fall, during which teachers learned to teach the Paideia Seminar, implement coached global studies projects (highlighted by community involvement and adult collaboration), and learned to use Paideia assessment practices. Muir Magnet teachers and staff continue to receive technical assistance

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from Paideia Center staff throughout the school year. All teachers will receive extensive professional development to help ensure that they develop and implement curricula that are aligned with state standards. A team of school representatives attended the annual Paideia conference the past two years. Also a team has attended the National Magnet Schools of America Conference for 2008 and again in 2009. This process will continue during the 2009-10 year of the grant to ensure that all teachers have had the opportunity to attend a Paideia Summer Institute as well as visit a Paideia school. Capacity to continue the program will occur through continued Paideia technical assistance.

All teachers participate in a professional learning community, working in content area or grade level teams. Their weekly modified Wednesday afternoon prep/professional development period will allow them to plan lessons and student projects that connect across content areas. Teacher teams will design integrated curricula and standards-aligned, problem-based instructional learning activities. They will differentiate instruction to meet the needs of diverse learners and ensure the continuous improvement of students, as measured by curriculum-embedded and state standardized tests.

The Muir teachers will also participate in an intensive professional development and planning session each summer, during which teachers will work together in teams to develop interdisciplinary learning activities that are aligned with state standards and incorporate the global citizenship theme. Using the Paideia Philosophy, teachers learn and develop differentiated instructional strategies to address the needs of all students (from below basic to proficient), English learners, and students with other special needs. The professional development sessions also will focus on using authentic assessments to measure student learning on an ongoing basis.

All Muir Magnet School students will receive high quality instruction. Inquiry-based instruction will be structured as problem-based learning, connecting classroom instruction to authentic experiences outside the classroom. Students will have a voice in selecting their global studies projects and how they express their solutions to the problem studied. In order to strengthen community ties, many of the projects are related to issues within the community.

The Muir School's secondary level 4x4 block scheduling provides longer blocks of time that can accommodate rigorous classroom instruction, internships and other community-based learning experiences. This longer block of time allows students to become involved in project based activities and research related to the instruction. It will also allow the middle and high school level student to take 8 classes rather than the 6 classes of a regular high school program. Electives will include foreign language acquisition, business courses, approved independent global studies projects, AVID, and online accredited UCCP course work. Students who need more instructional time with English and Math can take an additional 2 periods and still be involved in a global study elective. Students with proficient performance will be able to take additional electives.

In addition to traditional standardized test assessment, teachers will assess students' learning through verbal and visual presentations of learning. Students in every grade are required to make at least one presentation of learning to other students and adults each semester, developing their ability make presentations and speak to groups. They integrate technology into

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their presentations in creative ways that showcase their grade level skills while making their presentation more accessible to the audience. In Kindergarten this may be a student sharing a hand-made project using a document camera, while older students may develop a QuickTime movie of their project with voice-over explaining their project online. Parents are invited into classrooms to share students' presentations.

Real-world applications

The Muir Magnet will implement its K-12 "Knowledge Quest" program to provide stronger linkages between what is learned in school and the real world through real-world applications of the academic content. This program, developed by Muir teachers and staff, involves bringing in members of the community from all walks of life to talk to Muir students about what they do for a living and the things about which they are passionate. Topics under discussion may range widely, including topics such as art, music, environmental protection, research, travel, and personal development. Community members make presentations to a range of grade levels (depending on the complexity of their topic). Muir's objective is for every student to hear at least three people per year talk about something they are interested in. The Muir School teachers augment the Knowledge Quest activities through guided library searches for additional information on the topic being discussed

Muir students also participate in the Global Schoolhouse, a virtual meeting place where educators, students, parents and community members can collaborate, interact, develop, publish and discover learning resources. Muir students participate in the Global Schoolhouse's "Doors to Diplomacy" program, an educational challenge for middle school and high school students about the importance of international affairs and diplomacy. Students also participate in the International Schools CyberFair, an award-winning, authentic learning program used by schools and youth organizations from around the world. CyberFair activities are designed to support 21st century learning skills and global literacy standards, and encourage youth to connect their learning in school to real-world applications. The program encourages students to become community ambassadors by working collaboratively and using technology to share what they have learned.

Students participating in the CyberFair conduct research and publish their findings on the Web. Participating students evaluate each other's projects by using an online evaluation tool. The Global Schoolhouse awards recognition to the best projects in each of eight categories: local leaders, businesses, community organizations, historical landmarks, environment, music, art, and local specialties.

Muir's partnerships in education (including the Marine Aviation Logistics Squadron #16, Miramar Station and the University of California, San Diego, John Muir College) are active on campus in assisting students with reading/language arts activities. An online partnership with the Global SchoolNet is making a difference in Muir students' active online research and communications with others. Muir also has a long standing partnership with WorldLink, a global citizenship program offered through the University of San Diego (USD) College of Justice and Peace. We are also developing a partnership with USD's School of Leadership and Educational Studies (SOLES), and a professor is researching staff and student's perceptions of

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community involvement.

Parental involvement

To encourage greater parental involvement in school activities and decision-making, the Muir School is providing opportunities to involve parents in almost every aspect of its work. Parents have been involved in making the original decision to significantly change the Muir magnet. Newsletters are sent to all parents informing them of the committee's progress and to solicit their input. Muir school parents are involved in school governance and matters affecting curriculum. Administration and teachers are providing frequent parental newsletters, phone calls, emails, and home visits. Parents are invited to volunteer in classrooms, assist with student projects in the classroom, and be guest presenters.

Study team conferences are an important means of communication. Each teacher is developing a website (created using the Moodle classroom management system) to post homework, test dates, project work and other relevant information for parents and students. The school hosts a parent grade level meeting at least once per 6-week term. Parents are invited into classrooms to share in student presentations and demonstrations of project based activities. Parents are encouraged to volunteer in the classroom or at the school at any time.

Parents of new and prospective students are invited to the annual potluck Open House each spring. Many new parents are attending this event as a means of meeting other Muir families. To showcase our global theme students elected to help eradicate poverty and sold "BeadsforLife" and raised over \$1,000 to send to the beaders in Uganda. Muir's parent forum has strengthened and formed: John Muir Association of Parents (JMAP). Their mission is: "To share our talents and resources to enhance John Muir's learning programs and help our students make a difference in their community and world. JMAP has also developed and planted a "Kinder Garden" which greatly enhances our school beautification and offers lesson ideas for the K-1 classroom teachers. JMAP is recruiting new parent involvement and are becoming a great asset to the Muir community. JMAP is also working to build community partnerships and has been offering all Muir students to sign up for their own refurbished desktop computer. JMAKE was formed and parents are supplementing the K-3 classrooms with hands on art projects. JWALK has attracted many students to run/walk before school

Our partnerships include:

- Arts Alive Banners: (City of Solana Beach. Twenty Muir art students have entries on display in the local town of Solana Beach, California. The artwork will be auctioned off for the projects benefit in July.
- Athlete's For Education (AFE) has partnered up with Muir to reward hard working students to attend professional athletic events such as Charger football games and Camp Leon.
- College of Justice & Peace (USD), Muir participated this fall in the Roots and Shoots Giant Peace Dove Campaign.
- International Studies Education Project (SDSU), Muir has contracted for four International Students to visit 4 different Muir classrooms. They will each visit with

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- their classrooms on three separate occasions to share their culture from back home.
- The National Paideia Center will continue to partner with Muir teachers as they continue to write curriculum together. Eighteen teachers spent three days at the end of school in June '08 working on school-wide Paideia Seminar lessons. Staff will continue this again in June '09.
 - The Old Globe theatre comes on campus after school and offers drama and theatre classes.

Transportation

Transportation has been available to San Diego Unified students residing more than 2.5 miles from Muir. Muir has 10 buses that transport students to and from Muir. In addition, there are two 5 PM late buses for students who stay after school for tutoring, Prime Time, or other programs. The newly installed bus drop off helps things to run very smoothly before and after school and has eliminated prior safety concerns. Due to the California budget crisis, in March of '09, the San Diego Unified School Board eliminated all Magnet Transportation funds for 2009-2010. This has hindered our enrollment options procedure as families have not been notified of their applications status.

Monitoring and evaluation plan

Monitoring of the magnet program occurs through the Muir magnet advisory team, a subcommittee of the School Site Council and the School Governance Team. This team consists of representatives from the District Magnet office, the Educational Facilities office, resident & non-resident parents, a primary and an upper grade teacher, a community member, the Magnet Resource teacher and the principal. The team meets in the fall and spring to review the magnet plan, the student achievement results, the annual school climate teacher and parent survey and the budget and single site plan. The Magnet Advisory Team serves to help the school develop its magnet theme in a positive way.